DOCUMENT RESUME

ED 071 508 FL 003 689

AUTHOR	Cote, Norman; And Others
TITLE	Interaction Language - Culture.
INSTITUTION	Minneapolis Public Schools, Minn.
PUB DATE	Oct 72
NOTE	6p.
JOURNAL CIT	Minneapolis Public Schools Foreign Language Newsletter; v11 n2 p2-7 Oct 1972
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cross Cultural Training; *Cultural Education; Cultural Enrichment; *Foreign Culture; French; German; *Language Instruction; Lesson Plans; *Modern Languages; *Secondary Schools; Second Language Learning; Spanish; Teaching Methods

ABSTRACT

Outlines of suggested classroom activities for use in cross-cultural instruction are presented. The outlines for French, German, and Spanish classes require students to interact as participants in the target culture. Topics focus on greetings in the second language. The goals, activities, procedures, dialogue presentation, and cultural contrasts are included in the outlines. (RL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

From: Minneapolis Public Schools Foreign Language Newsletter; v1 n2 p2-7 Oct 1972

ED 071508

FL003 684

INTERACTION LANGUAGE-CULTURE FRENCH

Greetings Within the Peer Group

by Norman Cote
Andrea Haggard
Mary Elyse Paulson
Harold Vizino
Michelle Willard
Margaret Ryan

I. General Goal

Students will be able to recognize and demonstrate the gestures that typically accompany greetings, leavetaking, thanking, condolences, approval, displeasure, apologies, impatience, enthusiasm, anger, and other common situations involving cross-cultural contacts.

II. Behavioral Objectives

Students will be able to recognize and demonstrate those gestures that typically accompany greetings in the following situations:

A. Two male students

B. Two female students (good friends)

C. A male student and a female student

D. Group situation (students)

III. Procedures

Take-off point for this cultural unit will be the basic dialogue of a French I text.

A. Teacher will demonstrate with pictures the four basic situations.

1.	Salut, Jean. Salut.	slap on shoulder
2.	Bonjour, Michelle. Bonjour, Andrée.	kissing twice on cheek
3.	Bonjour, Jean. Bonjour, Michelle.	handshake
4.	Bonjour, Marie. Bonjour, Jean. Salut, Andrée.	handshake with each individual

Students repeat each dialogue several times.

B. Teacher demonstrates with a student each situation emphasizing the appropriate gestures.

C. Role playing. Students act out each situation.

D. Students do a pantomime demonstrating gestures. Others in class identify possible relationship as suggested by gestures.

IV. Link with socio-cultural system.

The French have various means of greeting each other which indicate the degree of intimacy among friends and acquaintances. These are customs which must be observed if both the "foreigner" and the Frenchman are to feel comfortable.

V. Followup

Role playing. Students are given situations, they enact, with appropriate dialogue and gestures. Students research manners of greetings in other social situations, outside their peer group. (Sources in English about everyday life, possible interviews with natives.)

INTERACTION LANGUAGE-CULTURE GERMAN

Begrüssung

by Adele Farger
Dr. David K. Aacladan
Dr. Dzidra Shllaku
Dr. Cecilia C. Baumann
Dr. Richard O. Whitcomb
James Hammers, Consultant

I. General Goal

That students learn to use the common signs of greeting with people of his own age and sex, with the opposite sex, and with an adult in ordinary street encounters.

II. Activities

A. Slide viewing

B. Observation of mini-dramas

C. Role playing

III. Procedure: Dialogue I

A. View first slide plus tape recording of dialogue (street scene, two boys greeting each other with a handshake)

B. Two boys or girls from class are called upon to imitate the slide. Teacher gives points about handshake, i.e., firm grip, one shake.

C. Boys or girls demonstrate handshake again while the teacher models linguistic greeting. She stands behind the appropriate student supposedly speaking.

Hans: Guten tag, Klaus!

Klaus: Guten tag, Hans! (Boys release hands.)

D. Students pair off with someone of the same sex, imitate the procedure for handshake and imitate the dialogue lines after teacher model.

E. Teacher calls upon several pairs of students to demonstrate the ability to greet each other. If 90% of pairs respond accurately procede to dialogue two. If not, repeat steps D and E.

IV. Procedure: Dialogue II

A. View slide (boy meets girl on street) and hear tape recording

B. A boy and girl imitate the slide. Teacher explains proper procedure, i.e., girl offers her hand first, boy bows slightly when shaking her hand.

C. The boy-girl couple repeat steps while the teacher again models the dialogue lines.

Johann: Tag, Heidi!

Heidi: Tag, Klaus! Wie geht's? Was gibt's zu Hause?

D. Students pair off with someone of opposite sex, imitate the handshaking pattern, and imitate simultaneously the dialogue lines.

E. Teacher calls upon several pairs of students to demonstrate ability to greet one another. If 90% of couples respond accurately, go on to Dialogue III. If not, repeat steps D and E.

VI. Procedure: Test

A. Several students are called upon to:

1. Greet a student of same sex

2. Greet a student of opposite sex

3. Greet the teacher

Each greeting must include the appropriate hand shaking pattern, a greeting, and an inquiry as to health.

B. If over 90% of the students respond to all three situations accurately, the unit is finished. If not, repeat steps D and E of the inaccurate dialogues and repeat the test.

INTERACTION LANGUAGE-CULTURE SPANISH

Los quince

by Mary Lee Poindexter
Eida DeGennaro
Manuel Gomez
Eileen Lucietto
Irene Swiatek
Edward Clifford
Tora Ladu, Consultant

I. Goal

All students will develop the cultural understandings, abilities, and attitudes needed to function appropriately within the society of the target language.

II. Objective

Students will indicate an awareness of the most likely interplay in conventional situations in the Hispanic world by being able to perform appropriately in the following activities: greetings, congratulations, expressions of gratitude and response, gestures, extended family respect.

III. Procedure

Students are told that a North American student has received an invitation to a "Baile de los quince" given by María's family on the occasion of her fifteenth "Día del Santo," or Saint's Day. Edward knows that Latin Americans customarily celebrate their Saint's Days rather than the calendar dates of their births. What he doesn't know much about, however, is the "Baile de los quince," and how one behaves in this conventional situation in the Hispanic world. With the brash confidence of a typical North American teenager, he arrives at the party shortly after the arrival of Manuel, another of María's invited guests.

IV. Presentation

Directed observation and structures role-playing.
The demonstration illustrates respect for elders, extended family, often several generations under one roof. In a class, actors could play the roles of uncles and aunts, cousins, etc. to show extended family.

Dialog: Los quince

María's family and many of her friends are in the house celebrating the "Baile de los quince." It is María's "Día del Santo." A friend arrives and knocks at the door. María opens the door.

María: Hola, Manuel. Pasa.

Manuel: Felicidades, Maria. (He shakes hands, kisses her, and presents her with a gift.)

Maria: Muchisimas gracias por el regalito, Manuel.

Manuel: (Silent language: gestures to indicate, "It's nothing, I wish it were more.")

Manuel passes among the guests, going first to greet and kiss María's grandmother, her parents and relatives, and various friends - kissing the ladies and girls and giving the "abrazo" to the males.

Afterwards, Edward, the young North American, arrives. He hunts for an electric door bell, then impatiently, and too loudly, knocks at the door, which again is opened by María.

María: Hola, Eduardo. Pasa.

Eduardo: Buenas noches, María. ¿Como está usted?
(He hands her a gift, then says: "Feliz cumpleaños.")

María: Muchísimas gracias por el regalito.

Eduardo: De nada.

Eduardo walks around, and pointing to María's grandmother and the other adults, asks Manuel...

Eduardo: Ellos, ¿van a estar aquí?

Edward, not knowing that it is customary at the "Baile de los quince" for the young girl to indicate that the party is beginning by dancing the first dance with her father, asks a friend for a dance at the same time that María and her father begin to dance.

At dawn, everyone departs and Manuel takes leave of his hostess...

Manuel: Me gusto la fiesta, María. Adios. Hasta pronto.
(He kisses her and everybody else good-by.)

Eduardo: (the last to leave) Me diverté mucho. Muchas gracias y adiós. (He walks out without saying good-by to the rest of the family.)

V. Contrasts U.S.A. - Latin America

Students inductively indicate an awareness of cultural contrasts in conventional situations by listing those contrasts noted in the directed observation and structures role-playing.

VI. Follow-up

A. Students may select another conventional situation, define cultural problems inherent to the situation, and then write a new dialog for the role-playing. They might be asked to change the facts of age, social status, etc.

B. Problem solving

1. Is it socially acceptable to Latin Americans for a North American, knowledgeable in the deep culture of the country he is visiting, to use the "silent language," the "abrazo," the kiss of affection, etc.? Would his doing these things, so natural to a Latin, make him, a North American, appear "affected?" Would he lose something of his own self-identity, or, is it true that "El que habla dos lenguas vale por dos" because, in reality he <u>is</u> two people.

2. Would a properly-reared North American boy have left the party without thanking his hosts for a nice evening and saying his good-bys?

VII. Assignment

How do you arrive at the facts needed to solve these problems? Will you find a consensus of agreement as to what the facts are? At least, you can begin your research by pursuing one or more of the following activities:

Interview people now living in your city who are from a country in the Hispanic world. Tape their responses and make slides showing their faces, gestures, etc. as they converse with you. Present your findings to the class.